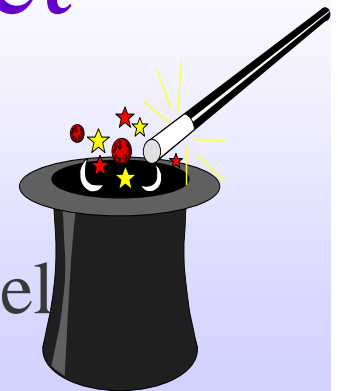




# Se non li trovi... non li riusi!

## Appunti sulla catalogazione dei learning object

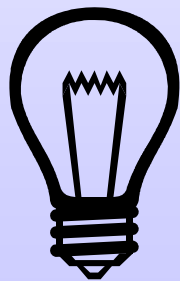
Alessandra Cornero - Andrea Marchitelli





# Tre certezze sui Learning Object

1. Creati appositamente per supportare processi di apprendimento
2. Strutturati secondo una concezione modulare che ne sottintende la riusabilità
3. Necessitano di un'indicizzazione adeguata per il recupero, la fruizione e il riuso



Sono un prodotto documentario  
dei progetti Formez!





# Metadati

- ◆ Che cosa sono

- I metadati sono “dati sui dati”, cioè informazioni, generalmente strutturate, relative a documenti

- ◆ A che cosa servono

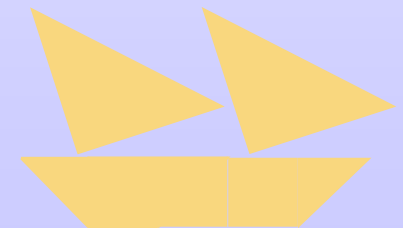
- A descrivere qualsiasi oggetto informativo e a consentirne la ricerca, l'individuazione, la localizzazione, l'organizzazione e l'utilizzo





# Metadati per trovare

- ◆ Componente essenziale di qualsiasi repository di LO
  - Rendere più semplice riusabilità, manutenzione e aggiornamento
  - Realizzare economie di scala e aumentare il numero degli utenti migliorando il sistema di distribuzione (metadato tipologia di utenza)
  - Sviluppare sistemi di sicurezza e di identificazione legati all'uso dei L.O. (metadato DRM- sistema diritti di accesso)





# SCORM

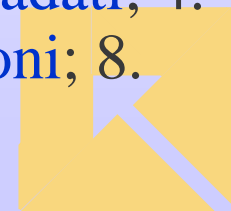
- ◆ “Shareable Content Object Reference Model Initiative” [1.0:2000; 1.3:2004]
- ◆ È uno standard per la strutturazione dei LO
- ◆ Non è quindi uno schema di catalogazione
- ◆ SCORM 2004 prescrive l’uso dei LOM per catalogazione





# LOM

- ◆ “Learning Object Metadata” [2002]
- ◆ Primo standard di catalogazione
- ◆ Estremamente complesso e difficile da utilizzare (49 elementi)
- ◆ Elementi raggruppati secondo uno schema base:
  - 1. Generale; 2. Ciclo di vita; 3. Meta – metadati; 4. Tecnico; 5. Educativo; 6. Diritti; 7. Relazioni; 8. Annotazioni; 9. Classificazione





# LOM

## ◆ General

- identifier, title, catalogentry, (catalog, entry, language), description, coverage

## ◆ Lifecycle

- version, contribute (role, entity, date)

## ◆ Metametadata

- identifier, catalogentry, catalog, entry, contribute, (role, entity, date), metadatascheme, language

## ◆ Technical

- format, size, location, otherplatformrequirements, duration

## ◆ Educational

- Learningresourcetype, intendedenduserrole, context, typicalagerange, language

## ◆ Rights

- Cost, copyright and otherrestrictions

## ◆ Description

## ◆ Relation

- Kind, resource, (identifier, catalogentry)

## ◆ Classification

- Purpose, taxonpath, source, taxon, entry, keyword





# DC

- ◆ DC, “Dublin Core” [1999]
- ◆ “Nocciolo” di 15 elementi fondamentali
- ◆ Content
  - Coverage
  - Description
  - Type
  - Relation
  - Source
  - Subject
  - Title
- ◆ Intellectual property
  - Contributor
  - Creator
  - Publisher
  - Rights
- ◆ Instantiation
  - Date
  - Format
  - Identifier
  - Language

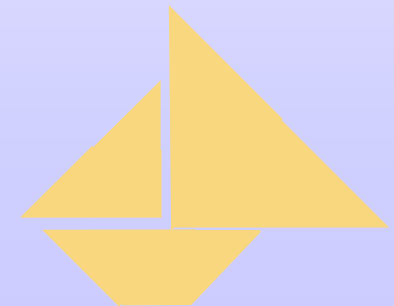






# Debolezza...

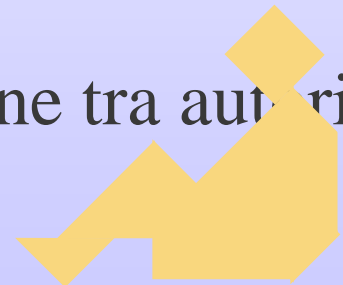
- ◆ Una catalogazione rigorosa costa tempo e risorse
- ◆ Originaria incontrollabilità di Internet
- ◆ Solo gli autori e/o gli utilizzatori di LO ritengono di saperli catalogare
- ◆ La convinzione che tutto quello che riguarda i metadati si possa fare automaticamente
- ◆ Per gli esperti di tecnologia e di pedagogia catalogare è terribilmente noioso





# Forza...

- ◆ Formalizzazione degli identificativi:
  - Es. autori e titoli
- ◆ Standardizzazione degli accessi semantici
  - Es. soggettazione e classificazione
- ◆ Valore aggiunto “educational”
  - Es. tipo e quantità di interazioni, destinatari, livello di difficoltà
- ◆ Possibile uso di metadati secondari (amministrativo-gestionali)
- ◆ Creazione di metadati in collaborazione tra autori e specialisti dell'informazione

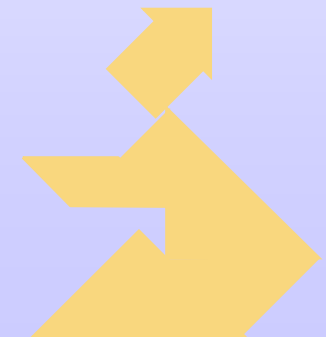




# Semplifichiamo?

- ◆ Dublin Core + LOM semplificati
  - Integrazione e uso di crosswalk

Dublin Core #	Dublin Core Name	Dublin Core Label	IEEE Learning Object Meta-data
1	Title	TITLE	general.title
	The name given to the resource by the CREATOR or PUBLISHER.		
2	Author or Creator	CREATOR	<i>lifecycle.contribute</i> when <i>lifecycle.contribute.role</i> has a value of "Author".
	The person or organization primarily responsible for creating the intellectual content of the resource. For example, authors in the case of written documents, artists, photographers, or illustrators in the case of visual resources.		
3	Subject and Keywords	SUBJECT	<i>general.keywords</i> . For those wishing more specificity of Subject, a category of <i>classification</i> can be used with a <i>purpose</i> of "Subject". <i>classification</i> has elements for <i>description</i> , <i>keywords</i> , and <i>taxonpath(s)</i> that are specific for the <i>purpose</i> .
	The topic of the resource. Typically, subject will be expressed as keywords or phrases that describe the subject or content of the resource. The use of controlled vocabularies and formal classification schemas is encouraged.		
4	Description	DESCRIPTION	<i>general.Ddescription</i>
	A textual description of the content of the resource, including abstracts in the case of document-like objects or content descriptions in the case of visual resources.		
5	Publisher	PUBLISHER	<i>lifecycle.contribute</i> when





# Depositi interdisciplinari di LO

CAREO

CAMPUS ALBERTA REPOSITORY OF EDUCATIONAL OBJECTS

Advanced Search:

General Title:

General Description:

Classification Keyword:

Discipline:

Communications Studies

Lifecycle Contributor:

Technical Format:

Flash

Learning Resource Type:

Simulation

Intended User Role:

Learner

Search

Reset

Score: 24 Owner: UofA Group: guest Permissions: 0744 Created: June 25, 2003

[view](#) [discuss](#)

- **Phonemic Analysis; Japanese** : This resource provides introductory students in linguistics practice with phonemic analysis. The learning resource consists of a data set with an answer key for specific skill practice and a more general question that links to a broader understanding of phonology itself. [John Newman, Manuel Sinor, Department of Linguistics, Faculty of Arts, University of Alberta](#)

Score: 24 Owner: UofA Group: guest Permissions: 0744 Created: June 26, 2003

[view](#) [discuss](#)

interactive and reflective resources for the  
[John Newman, Marina Blekher, Alberta](#)

s: 0744 Created: September 02, 2004

resource provides introductory students in  
resource consists of a data set with an  
al question that links the field of linguistics to  
[Newman, Manuel Sinor, Department of](#)

# Depositi interdisciplinari di LO



## Search Learning Resources

Enter keyword or phrase

All subjects:

All subjects:  
Career and Technology Studies  
English Language Arts  
German  
Mathematics  
Physical Education  
Physics  
Science  
**Social Studies**  
Spanish  
Ukrainian

All grades:

Search



[Online Reference Centre \(HTML\)](#)

## Browse Learning Resources

Kindergarten

Grade

Grade 1

Grade 3



[Launch Full Resource](#)  
[Launch Lite Resource](#)

Plug-ins:

[Adobe Acrobat Reader](#)

[Macromedia Flash Player](#)

## Ideology and the News Media - Social Studies

Students are expected to further their understanding of the concept of ideology and reflect on their own ideological philosophy.

This learning object is intended to be used to meet a number of general outcomes for Senior Systems). The object has a focus on ideology, political power and a component that meets a variety of general outcomes for Senior

The student assumes the role of a reporter, circa 1937. Each student will write an editorial in which he promotes the adoption of the Social Credit Party in which the editorial is contingent on their own understanding of ideology and a critical analysis of bias in sources of information.

Technical notes:

PC Less than a pentium II 233 MHz  
Mac Less than a 200 MHz Power PC



# Depositi interdisciplinari di LO

Enter values for specific fields below:

Subject Category:

Sub - Category:

Material Type:

Title or Name:

Content URL:

Description:

Primary Audience:

Technical Format:

Learning Management System Compatibility:

Language of Material:

Section 508 Compliant: ☐ yes

Cost for Use: ☐ no ☐ yes

Copyright Restrictions: ☐ no ☐ yes

Source Code Available: ☐ yes

Author's Name:

Author's Email:

Author's Organization:

Search

**MERLOT**  
Multimedia Educational Resource  
for Learning and Online Teaching

two letter [ISO 639-1 code](#) in the text box to search for a specific language.

## [The Cameron Balloon Factory](#) (Simulation)

Author: University of Bristol

This is an excellent interactive on-line case study of the Cameron Hot Air Balloon factory in

Location: <http://www.bized.ac.uk/virtual/cb>

Added: Jul 8, 2000





**Abbiamo tempo per  
decidere. Frattanto viviamo  
di speranza e di tisana.**

(Raymond Queneau, *Icaro involato*)



